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If the disadvantaged student is to have extended educational opportunities, programs of special relevance must be set up for him. His lack of skill is a cultural problem, not necessarily an intellectual one. Two programs leading to careers in social service, along with their attraction for students and the allocation of resources for their implementation, are discussed here. The first is "civil service," referring to middle-management positions in state and federal government, filled by competitive examinations. The Junior Federal Assistant program is designed especially to attract 2-year college graduates at GS-4 entry level. The second, "social welfare," would train the student to the subprofessional level as aide to the professional social welfare worker. Courses proposed as generally useful to civil and social service include American studies (20th century society, culture, politics, technology, and values), psychology of life adjustment, basic business mathematics and practices, elementary typewriting, civics, public speaking, conservation principles, interviewing techniques, social service theory and field work, and a limited number of electives. The author urges that a program to prepare students for these careers should be adopted as soon as possible. Appended are copies of correspondence with various agencies and officials concerning the feasibility and establishment of these programs. (HH)

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**SOCIAL SERVICES: A
NEW PROGRAM FOR DIS-
ADVANTAGED STUDENTS**

by John O. Hunter

Niagara County Community College

Niagara Falls, New York

August, 1968

Nobody in my neighborhood has the right training; most of them, even if they graduate, can't read or write too good. They can't go to college; they haven't got the right training for a trade...Even if I could, by taking courses at night and get some money help, I think I'd have a big problem with college. I don't know how I would respond to it. College is a whole new thing.

--Juan Gonzales
in a New York ghetto

"Let Each Become All He Is Capable of Being"

PREFACE

This is a preliminary report on a community college program for disadvantaged youth in New York State. It includes some conclusions on the program's feasibility based on contacts with several organizations and professional personnel and a curriculum pattern with specific objectives. It contains several assumptions and arguments forthrightly stated. Keatsian wisdom would tell us it is better to whisper our conclusions but the problem requires a bold approach. We believe that the task of extending opportunities for higher education to the youth of the ghetto is the primary challenge facing New York's community colleges today. There is obviously no single way of meeting the challenge and any proposal is likely to contain errors, but a challenge is not an excuse for endless vacillation. A challenge is something to be picked up.

The report will be circulated for criticism and endorsement by faculty and administration in the community college system and by other interested parties. These reactions will be compiled in a follow-up report which also shall include, if warranted, a recommended schedule for implementing the program at Niagara County Community College.

THE DISADVANTAGED STUDENT AND CAREERS

IN THE SOCIAL SERVICES

"The Disadvantaged Student"

Much has been written and said recently on all levels in education about the problem of meeting the needs of "economically and educationally disadvantaged youth." In New York State, Dorothy Knoell's study, Toward Educational Opportunity for All (1966), considered the problem in the context of the State University's obligation to extend opportunities to this segment of our college age population which heretofore has conveniently been ignored. Most recently, a community college conference at the State University of New York at Buffalo (May, 1968), dramatically highlighted the problem as primarily though not exclusively requiring the leadership and imagination of community college personnel for its amelioration. The challenge and responsibility are clear, but as with all real problems, the specific solutions are not easily found.

Much depends, of course, on the resources that state and local authorities will make available. A rhetorical commitment is not enough. On the local campus, however, the more decisive factor concerns the will of the faculty and administration to find new directions for curriculum development and to create new philosophies of instruction. A first, obvious assumption, well founded in the views of informed observers and in the attitudes of students themselves, is that new opportunities will not be opened via the traditional curricula and conventional approaches. An easy solution lies in the notion of multiple tracks of the old course offerings, but the notion is restrictive and even sterile: a course in classical literature is irrelevant to black youth

of the ghetto. A "watered down" version of the same only compromises quality, a disservice to both the student and the college. The so-called disadvantaged or disinherited student needs and deserves quality instruction even more so than his middle-class peers. To lack skills is not necessarily to lack intelligence. The problem is essentially cultural and ought to be met on that ground.

A corollary assumption, therefore, is that any new curriculum, born out of an attempt to deal with the problem, must come in on par with all other programs with a meaningful title and specific objectives. In the truly comprehensive community college, there is a studious effort to avoid qualitative categorization of programs, even recognizing the tendency of some students to make distinctions on the basis of course and teacher evaluation. "Programs for the disadvantaged," so labeled, will not prosper; eighteen-year-olds will not accept such a stigma.

From this perspective, curricular innovation geared to meeting the needs of disadvantaged youth is not a separate or "additional" function of the community college. This innovative purpose marks, or should mark, the central distinguishing characteristic of the comprehensive community college to provide a wide variety of programs for a broad range of students. This diversity is not only the justification of the community college but its best potential guarantee for achieving a sense of identity and excellence. The notion that excellence lies only in the path of traditionalism will keep the community college in the shadow of its old sister institutions-- the four-year college and the university-- and thus becomes a self-defeating proposition.

Quality is always a concern. Every program ought to be of the highest quality, but quality is not reducible to a simple formula of grade distributions

and intellectual emphasis. In the community college it is manifested far more in the balanced allocation of resources and creative teaching talents so that practical, meaningful instruction is provided for all students, regardless of their needs and aptitudes. The challenge, of course, is to give precise definition to those oblique references, "meaningful instruction" and "student needs."

These assumptions, we believe, clarify the tasks of the curriculum developer addressing our problem with the aim of creating new programs rather than re-shaping old ones. The first task is to identify those areas of employment requiring post-high-school education not directly served at present by the community college. Second is the task of writing a program that will prepare students for specific employment in these areas upon completion of their community college experience. The essence of such a program will be developmental:* it assumes a relatively low level of reading and writing skills and cultural differences in beginning students whose development depends on the clarity and immediate relevance of course objectives and on the teacher's pragmatic outlook. It requires not only a fresh organization of subject-matter but a willingness to deal with any materials to which the student will respond regardless of traditional methods of exposure and attachments of value. Third is the task of on-going evaluation to refine objectives and methods and, where progress is sensed, to guard against slipping back into the "conventional wisdom."

* The term, "remedial," has the wrong connotations. It implies bringing a student up to a higher culture. The point of this program is to meet the student, if possible, in his own cultural milieu.

Careers in the Social Service

This report is based on a feasibility study of a career program to prepare students for employment in the fields of civil service and social welfare. "Civil Service" is often a generic term which can subsume social welfare. For the purpose of this report, however, we have made the following distinctions:

1) "Civil Service" shall refer to those middle management positions in state and federal government which are filled by competitive examination. Persons filling these positions are commonly referred to as "civil servants." In New York State, some examples are: motor vehicle license examiner, assistant conservation officer, occupational instructor, claims adjuster, unemployment insurance examiner, tax collector.

2) "Social welfare" shall refer to those professional and para-professional positions in private and public agencies, the basic objective of which is "to assist individuals, groups and communities in obtaining and maintaining through appropriate social relationships adequate standards of health, welfare and security."¹ Persons filling these positions are commonly referred to as "social workers." Positions are sometimes but not always filled by competitive examination.

The study first sought to discover in these separate areas those positions, based on job descriptions, which might reasonably be filled by community college graduates. A projection of the statistical growth of these positions was

¹ School of Social Welfare Bulletin, 1967-68, State University of N.Y. at Buffalo, p. 18.

also sought. The detailed results of this aspect of the study are appended.² Some generalizations based on the findings are reported in each of the two categories below.

CIVIL SERVICE

This is a field rich in opportunity for community college graduates. In federal service, of particular promise is the Junior Federal Assistant program aimed at the grade GS-4 entry level and "designed especially to attract graduates of two-year colleges."³ The program is now going into its third year of operation. Requirements include two years of college and successful completion of a general aptitude test. In a public letter announcing continuation of the program, Chairman Macy of the U.S. Civil Service Commission made the following statement:

Opportunities exist in many occupational fields in Federal Agencies throughout the United States. Ninety percent of Federal employees work in local communities outside of Washington, D.C. They are as close as the nearest military base, Social Security Office, VA hospital, Internal Revenue Office or NASA space center. Each has a contribution to make to the total life of the community. Within each community we look forward to a closer relationship between employing Federal Agencies and your type of educational institutions.⁴

2 Appendix A includes correspondence between the curriculum developer and principal contacts in local, state and national government. Appendix B includes the results of a survey of Niagara County social organizations regarding the program's feasibility. Appendix C is a list of job descriptions in each of the two designated areas.

N.B. The figures used in this report were obtained by interviewing and correspondence with professional personnel and government officials well informed on the subjects. The authenticity of the figures, however, has not been checked through cross-reference with official documents. It is reasonable to assume at least near accuracy. Rough estimates have been so indicated.

3 Letter dated September 14, 1967 from John W. Macy, Jr. to S.V. Martorana.

4 Ibid.

In an article in Junior College Journal, Macy provided the rationale under which the program was initiated:

The twenty-man professional staff of [one office] is actually four men short because qualified replacements cannot be found. Replacements cannot be transferred into this office on a temporary basis because other units of the organization also have professional shortages. As a result, the sixteen professionals on the staff are run ragged with work, and several are thinking of quitting.

Here we have a desperate shortage of trained manpower. Yet two blocks away is a junior college, some of whose graduates would be very interested in a job in this office. ⁵

He then cited the results of a position management study which re-wrote several job categories that could be filled by two-year college graduates. In its first year of operation, 2,600 jobs of over sixty different types were filled across the nation through the Junior Federal Assistant program; 314 positions were filled in the New England-New York region.⁶ If this flexible and forward looking attitude prevails at all levels of government, it seems reasonable to expect that an increasing number of jobs will become available for community college graduates.

An even greater number of jobs are available in New York State Civil Service. At present there are approximately twenty-five different job categories which require at least two years of college. Last year approximately 270 two-year college graduates were newly placed.⁷

The State Department of Civil Service in periodic information sheets appeals directly to the community college student in order to fill the positions under these categories:

5 John W. Macy, Jr. "We Want Junior Federal Assistants," Junior College Journal Vol. 37, No. 5 (Feb. 1967), p. 9

6 Letter dated June 13, 1968 from Raymond Jacobsen to Henry P. Smith III.

7 Interview with T.E. Orzech dated July 9, 1968.

The Technical Careers Program has been developed by New York State to take advantage of the fine training and education received by graduates of the two-year college. The program offers the opportunity to begin a career within the framework of a progressive and responsive government organization and permits progress into positions of greater responsibility.

New York State offers opportunities that fit the educational background of practically all two-year college graduates.⁸

In the Western New York region, civil service employment has grown at the rate of forty percent over the last seven years.⁹ Regional Supervisor John E. Gentry is of the opinion that within the next decade in this region alone "several hundred positions, formerly filled by four-year college graduates, must be extended to community college graduates" if they are to be filled at all.¹⁰

It is fair to conclude that the State Civil Service Department is anxious to involve the community college in meeting its manpower needs. The enthusiasm of supervisory personnel regarding the proposed curriculum is high. Supervisor Gentry calls it "long overdue."

SOCIAL WELFARE

The community college has a fine potential for social welfare education. At present, however, there are obstacles to be overcome before that potential can be released. The professional requirements for nearly all positions in social welfare are rigidly fixed. The minimum requirement for caseworkers is a four-year college degree. Many positions require a master's degree.

8 "Careers with New York State Government for Upper Classmen and Graduates of Two-Year Colleges," New York State Department of Civil Service, Albany, N.Y., September, 1967.

9 For exact figures, see letter dated April 8, 1968 from T.E. Orzech to John O. Hunter.

10 Interview dated April 4, 1968.

Extensive interviewing of social welfare personnel makes it seem unlikely that the established requirements will be reduced. Rather what is expected to occur is a "factoring out" process similar to that described by Macy in U.S. Civil Service, which shall produce new positions that can be filled by community college graduates. This involves a separation of professional from technical work assignments that can only be accomplished within the profession itself.

It is encouraging to note that this process now seems underway. In 1965, the U.S. Department of Health, Education and Welfare published a report detailing the critical nature of the manpower shortage in the field. The report suggests the "development of several categories of technical and ancillary personnel," ¹¹ clearly implying a role for the comprehensive community college. In New York State, the Council on Social Work Education is currently engaged in a study of community college associate degree programs as a source for social welfare manpower. A report by the project director, Donald Feldstein, is due this summer.

The professional staffs of the Niagara County Social Welfare Department and several private organizations have expressed a high degree of interest in the proposed curriculum and have pledged their cooperation. Owen W. Mahony, Executive Director of the United Givers Fund of the Niagara Falls Area, believes that the proposal is "hitting the social services at just the right time" and can serve as an added stimulus to the reorganizational effort just beginning. He believes that local agencies will acquire broader authority to re-write job descriptions, thereby adding significant weight

¹¹ U.S. Department of Health, Education and Welfare, Closing the Gap... in Social Work Manpower, U.S. Government Printing Office, Washington, D.C., 1965, p. 41.

to the proposal.¹² Norbert Schreiber, Executive Director of the Niagara County Welfare Department, has an immediate interest which is described below.

There are problems of articulation with the university schools of social work, but university faculty interest was not found lagging. The principal consultant for the proposed curriculum, Dr. Gordon J. Aldridge of Michigan State University, believes that an appropriately geared community college curriculum would contribute to a "more effective overall social service." "It is becoming increasingly clear," he states, "that the graduate schools of social work will not in the foreseeable future be able to reduce substantially the manpower shortages...community colleges can play a crucial role...in a creative exploration of other means for preparing persons to carry identified social welfare responsibilities at various levels."¹³

Given the established degree requirements, it is difficult to ascertain any large number of positions presently open to two-year college graduates in this field. Some specific categories have been identified, however. On the state level, the Department of Mental Hygiene has recently devised a "Career Ladder" for Psychiatric Social Work Assistants, step IV of which requires a minimum of two years college education. Similar "career ladders" are now being planned for Occupational Therapy, Psychology, Recreational Therapy, and Medical Records Library within this department.

In Niagara County, the Welfare Department offers the position of Welfare Unit Assistant (see Appendix C for job description) which requires two years of college or equivalent experience. Positions are filled through competitive examination. Executive Director Schreiber estimates that seventeen positions

12 Interview dated March 21, 1968.

13 Interview dated June 15, 1968.

in this category must be filled in the next three years. He was much interested in the proposed curriculum for this reason. In addition, the following private organizations in Niagara County have expressed an interest in employing community college graduates and have also indicated a willingness to supervise students in on-the-job training situations related to the curriculum: 1) Niagara Falls Y.W.C.A., as counselors; 2) Niagara Community Action Program, as "outreach" personnel; 3) Catholic Charities, as case aides in child welfare and nursing homes. Similar support from other organizations could be expected if the program takes hold and as the need arises.

This evidence of support is again encouraging, but in itself, it is not sufficient to justify a program in social welfare. The success of the program will depend in large measure on a reasonable guarantee of employment for graduates in areas of the program's attention. The social welfare positions now available are much too limited in number to formulate such a guarantee. The program, therefore, remains potentially feasible; its realization will depend on the process of job re-classification going on within the social welfare profession. At the same time, the community college ought not to move too cautiously: there is solid evidence that more jobs will become available and the community college ought to be ready to exploit the new opportunities immediately as well as to lend impetus to the general demand for them. In a carefully designed curriculum, labeled experimental, there is perhaps a solution.

Conclusion

In this report we have attempted to wed the community college's responsibility to provide educational opportunities for disadvantaged youth with an exploration of present and prospective job opportunities in the social services. The feasibility study was not entirely successful in its search for statistical

projections of the numbers of jobs that will become available to community college graduates in the next decade. This information simply is not available. There is an obvious trend, however, to greater employment of two-year college graduates in "civil service," and the possibilities of such a trend developing in "social welfare" seem good. The basic conclusion of this study is that a career program aimed at preparing students for employment in these fields ought to be adopted as soon as possible. Remaining questions concern the nature of the curriculum, its attractiveness to students, and the allocation of resources for its successful implementation. These questions are considered in greater detail in the following chapter.

DESIGNING THE PROGRAM

Innovation and the Transfer Problem

The proposed curriculum is boldly interdisciplinary. Reference to traditional subject areas is intentionally avoided on the assumption that a more systematic, integrative and flexible approach to student needs then becomes possible. The program specifies sixty-two credit hours, the heart of which lies in three semester courses titled "American Studies" (discussed below). Giving first priority to innovation creates a problem of articulation with other institutions of higher education and perhaps with professional organizations which cannot be resolved satisfactorily by the sponsoring community college but which must be faced.

A favorite touchstone in community college philosophy is that no program is "terminal", and that is the faith of this program also. It ought to be recognized, however, that newness has its limitations. New courses in a new curriculum cannot be guaranteed beyond the level for which they are developed. It is unrealistic to expect sixty-two hours of immediate transfer credit in a program of the nature proposed here. This practical point should not obviate transfer possibilities, however. Once the authenticity of the new educational opportunity is proved, the quality and acceptability of the program becomes a matter of review for higher levels of education as well; they too have a share in this responsibility to open new doors.

In the area of social welfare, it would not be difficult to design a strictly transfer program for those students whose avowed objective is to join the profession, but disadvantaged students are in no such position. Their personal aspirations have been molded in a restrictive culture that does

not evoke long range views so easily. For the student with his eye on the Master's degree, the community college already offers the "Liberal Arts" curriculum. To raise the sights of the disadvantaged youth requires something else. The first objective of a program developed for him is to "sell" him on the opportunity and make it financially possible for him to grasp it. It is not enough to print brochures. More imaginative techniques of reach-out are possible. The second objective of a program developed to meet the prospective student's "needs" is to define those needs. These objectives require discussion before the curriculum pattern can be entertained.

Attracting Students to the Curriculum

One aspect of the feasibility study not reported in Chapter I concerned the attractiveness of a program in the social services for high school students in Niagara County as perceived by guidance personnel.¹ Although twelve of seventeen high schools rated the need as "high", and all concluded that the community college ought to offer such a program, the number of students interested in it was reported as relatively low. This result ought not to be considered significant, however, except as it illustrates the problem of articulation with lower levels of education which in some ways may be greater than with the higher levels. The subjective judgment of the researcher, based on the limited contacts made during this study, is that high schools and therefore high school students are not aware in depth of the curricular offerings of the community college.² Add to this lack of awareness other factors of immaturity and un-

1 See Appendix D. This survey sought only personal impressions of the need for the program and makes no claims to research validity.

2 This judgment ought to be checked through replicative research. Lack of articulation might be discovered as one reason for the abnormally high number of applicants for the general program in "Liberal Arts" and the relatively low interest in some established career programs.

readiness to make career decisions among high school students as well as the cultural gap already mentioned. The dimensions of the task of making a new program attractive are thus illustrated. It will require a specific effort to reach potential students in much the same way that athletes are approached. Athletes are sought; in a community college there is at least as much justification for seeking disadvantaged students.

If the program is adopted, allocation of resources and personnel are therefore an important consideration. A full-time program director ought to be assigned on a twelve-month basis. Among his duties are the tasks of carrying the program to the high schools and to the ghetto areas (perhaps through "store-front centers"), enrolling students, and serving as their counselor throughout their college experience. The certain knowledge of individual attention from a professional person who devotes full time to students' interests ought to help ease their feelings of insecurity and thus add to the program's appeal. It is recommended that this key person should be responsible for a maximum of twenty-five students, the initial quota for the program. When the program grows beyond that level, a full-time assistant ought to be assigned. His other duties would include liaison with community organizations, curriculum coordination, scheduling, testing and evaluation, and perhaps some teaching on a reduced load basis.

The success of the program depends to a large extent on dedicated personnel but also vital is a commitment of financial resources. If disadvantaged students can be motivated to try the program, lack of funds ought not to prevent their enrollment. Increased state support may be required. Assistance is also available through the Manpower Administration, Bureau of

Work-Training Programs, U.S. Department of Labor. The regional office in New York City has already expressed interest in the program.³ The availability of funds for proper implementation of the program is an administrative matter that ought not to impede curriculum development.⁴

The dual nature of the program -- to prepare students for employment in the fields of "social welfare" or "civil service" (as defined in this study)-- is a deliberate attempt to enhance its appeal, as well as to compensate for the relative lack of job opportunities at present in social welfare for two-year college graduates. These fields are related enough so that they can be served by the same curriculum if there is a built-in provision for different types of field experience. The student's decision on a job option at the beginning of the second year is a necessary requisite to field work specified in that year. Here again counseling plays a key role.

Another attractive feature of the program is derived from the record of the state and federal governments in erasing discriminatory barriers in the social services. Equal employment opportunity and equal opportunity for advancement are frequently stated principles in brochures on job opportunities and other pieces of literature published by the state and federal governments. Highlighting these statements in the college catalog can contribute to public understanding of the program's objectives.

It is clear, however, that in the final analysis the attractiveness of the program will depend on its success in reaching the student as an individual, in keeping his interest, and in developing his skills. It depends, in

3 See letter dated August 20, 1968 from M. Eber to John O. Hunter.

4 For an excellent synopsis of one community college's success in obtaining funds, see "Community Services Status Report," Cuyahoga Community College, February 1, 1968.

other words, as all programs ultimately depend, on the faculty. This proposal is born essentially out of faith that community college faculty, properly approached, will respond to the challenge. The correct approach, after carefully selecting an instructional staff, is to articulate the challenge and to provide some guidelines but to leave the specific response, in the way of course materials, etc., to the staff. Just as sensitivity to the problem cannot be mandated, neither can pragmatic instruction be specified beforehand. It grows out of complete classroom freedom. To stimulate thinking, this study suggests a curriculum pattern and some course objectives, but all of it remains subject to revision or total reconstruction.

One final point on the general attractiveness of the program is in order. The identification of disadvantaged youth for the program has been stressed, but there seems no reason why it should not attract equally other potential community college students. It might prove especially attractive to adults having left school some years previous for unskilled labor positions. There are many middle class students who desire only two years of general education who may find it as an alternative to the "Liberal Arts" transfer curriculum. Very little curriculum development aimed at meeting the interests of these students has occurred. A "general studies" curriculum to relieve the strain on the Liberal Arts is an issue which cannot be argued here, but the possibility of such an alternative deriving from a Social Services curriculum ought to be noted.

Meeting the Student's Needs

The usual examination procedures for college admission (R.S.E. scores, etc.) is irrelevant to this program. An interviewing schedule and exploratory tests to discover levels of reading and writing skills, after the student has been admitted, is essential however. Some standardized tests,

such as the Iowa Silent Reading Test, should be helpful, but personality inventories are of doubtful value and ought to be considered suspect if they are used at all. These views may be challenged by some critics, but the argument of this study is that evaluating the disadvantaged student against national norms is contrary to the program's basic objectives.

A profile on each entering student ought to be prepared but much of it will result from personal contacts by a professional staff that is sympathetic but academically realistic, sensitive to the individual's situation but objective about the program. In this area of interviewing and counseling there is a genuine opportunity for developing innovative, creative approaches. If this stage of the student's development were left in the hands of doctrinaire counselors, tied to the prevailing concepts of educational testing, the program would be undermined from the beginning. To accomplish this purpose, the Program Director ought to have the pledged assistance of the Dean of Student's Office and the authority to select, with the advice and consent of the Dean of Students, those counselors whom he believes meet these qualifications best. To complete the matriculation team, those faculty who will instruct courses designed especially for the program should also be assigned. (Total staff will number five to eight members.)

In the summer preceeding the opening of the new curriculum, this team ought to receive appointments as full-time staff to matriculate students and to make final preparations for the first semester. Much of this summer work will consist of research, study, and teaching preparation. (Highly recommended for staff reading is Jonathan Kozol's Death at an Early Age.) It ought to be organized, however, as a team effort, perhaps focusing on weekly

seminars on the culture of disadvantaged students and frequent group discussions on the curriculum. The same team will meet regularly during the academic year for evaluation and future planning. A curriculum advisement committee from outside the college could render valuable assistance in planning. Several people from Niagara Community organizations have already expressed a willingness to serve in this capacity. Final decisions, of course, would remain the responsibility of the professional staff.

The role of the college administration is limited. The program must have administrative support, of course, and the problem of funding belongs properly to the administration. No special facilities are required, however, and scheduling presents no extreme difficulties. The major cost, other than the costs of bringing students into the program, is in staff salaries. Compared to the costs of other, much less critically needed programs, such as Dental Assisting, which require large investment in capital equipment, the proposed program belongs in the low-cost, high-priority category.

The Curriculum Pattern

The proposed curriculum consists of the following related parts: 1) an inter-disciplinary core of American Studies, stressing communication skills and the common ground of knowledge rather than methodology and the terminological abstraction of standard transfer courses in "Liberal Arts" (thirteen hours); 2) introductory courses in social welfare, including two semesters of on-the-job training (twelve hours); 3) practical business courses in typing and arithmetic (nine hours); 4) specified general education courses, e.g. psychology of life adjustment (seventeen hours); 5) electives either developed especially for the student or selected from existing college courses (six hours); 6) orientation (three hours); 7) physical education (two hours).

Approximately half of the total of sixty-two credit hours would come from the present college catalog. These courses are distributed over four semesters. Thus half of the student's classroom experience would bring him into contact with students enrolled in other programs, assuming heterogeneous grouping in these courses. The remaining courses would be newly created. The benefits of this deliberately drawn balance between regular and special courses seem obvious although faculty shall probably debate it. The student's adjustment to college life and his subsequent personal development will depend in part on interaction with his peers. Total isolation in the name of a special effort to assist particular students is simply another form of segregation contrary to the spirit of the community college movement. At the same time, the previously existing courses scheduled for the program have been carefully chosen for their general character and because they fit well into the overall pattern. In the final semester the student is granted greater freedom of choice. The purpose of the tight pattern is not to restrict the student but to guide him in an area where he has little knowledge for genuinely free choice. The pseudo-liberal argument that the student ought to choose for himself fails to recognize his disadvantages and insecurity. This point also shall and should be debated by faculty. Such debate does not excuse indecisiveness in curriculum planning however.

American Studies

It is not our purpose here to define the curricular concepts inherent in American Studies, but some explanation is warranted for the sake of clarifying the proposed curriculum.⁵ In the context of a program for disadvantaged

5 For further discussion of this educational philosophy, see Marshall W. Fishwick, ed., American Studies in Transition (Univ. of Pennsylvania, 1964). See also the following short papers: Fishwick & Marshall McLuhan, "New Patterns for American Studies?" (Wemyss Foundation); John O. Hunter, "American Studies for the High School" (Wemyss Foundation); and Fishwick, "Where Do American Studies Begin?" Stetson University Bulletin (Jan. 1959).

students, it would employ contemporary materials, primarily those issues usually discussed in social science courses but de-emphasizing the abstract language common to modern social science.

Through this medium communication skills development can be stressed while maintaining course integrity. Simply stated, the objective is to bring the student to the comprehension level of the New York Times rather than to introduce him to a specialized field of knowledge. Skills development requires intensive work on an individual basis. By blurring the distinctions between English and other subjects, there is a forced carry-over of the principles of communication that does not always occur in the traditional curriculum. The underlying principle is that form and content cannot be separated, a frank antithesis to the view of some schools that teaching history or literature has nothing whatever to do with teaching grammar. A further bias is that this approach is superior to the anthological approach so typical of remedial courses. These matters are, of course, subject to evaluation.

In the proposed curriculum, American Studies would be offered as a seminar in semesters I, II and III. The first semester would attempt to give the student some historical background on twentieth century American society and culture. It is essentially a humanities course which offers excellent opportunity to use popular culture as well as to focus on the black man's contributions to the best and most original art forms in America. The second semester course assumes a social science perspective and again permits a close look at black culture. American Studies III discusses the kind of society to which today's student must adjust when the full impact of the new technology has been realized. In stressing contemporary materials and especially in attempting futuristic discussion, there are

of course risks that the specialist would avoid. The justification is presented in Chapter I of this study: it concerns the problem of immediately involving the student's interest by relating to issues and cultural tendencies of which he is already somewhat aware, however vaguely. The choice of thematic materials is deliberate rather than a blind option for the cult of "presentism."

The faculty will be confronted with a problem in finding reading selections appropriate to the developmental function, but extensive use of dittoed excerpts from popular magazines (for classroom use only) may help. Few college textbooks are appropriate, but there is a wide selection of paperbacks available. These may suffice until such time as community college instructors respond to the need for publishing in this neglected field. In making his selections, the instructor ought not to be restricted by scholarly considerations but rather ought to concentrate on the objective of getting the student to read -- anything that will evoke reaction so long as it is relevant to course topics. It is the instructor's job to provide the balance and criticism that comes from scholarship. Likewise, he ought not to be concerned about the effects of assigning controversial material if it serves this purpose. Autobiography of Malcolm X or The Essential Lenny Bruce, for examples, might be excellent choices. These are not trivial choices nor do they underestimate the intelligence of the readers for whom they were written.

A principle of American Studies is that, for an understanding of our culture, its material aspects (e.g. furniture, machines, buildings) are as important as -- but not more important than -- its non-material ones (e.g. law, social patterns, political ideas). This principle lends itself to a wide variety of teaching techniques. Team-teaching, the use of audio-visual aids, programmed texts (e.g. English 2600), developmental reading films and tachis-

toscopic training, and the marvelous new teaching machines are all possibilities. Through their use, the student can learn to "read" objects as well as documents and to discover how words and things combine in a culture to establish patterns of thinking and acting. The promise of the program lies not in the use of supplemental devices, however, but in the establishment of close individual student-teacher relationships. There can be no short-cuts to this end.

As a thoroughly interdisciplinary program, American Studies has ideal potential for the general education function of the community college. Obviously, its success depends on a competent and talented instructional staff, the search for which is not viewed as one of the problems in implementing the program. Community college faculty, by the nature of their professional obligations, are "generalists," not specialists. They are concerned much more with the dissemination of knowledge than with its discovery. They see themselves, as Garrison noted, as "explainers" of scholarship rather than as scholars. This concern leads the more imaginative members, in the humanities and social sciences at least, into course content integration and inter-disciplinary work, and it is these imaginative members, already present, who must be enlisted for this effort.

Degree Status and Grading

It is recommended that the proposed curriculum should have degree status, thereby granting to graduates the title of "social service associate." Standards must, of course, be kept commensurate with this status. As a point for philosophical discussion, however, it is also recommended that grades in the special courses designed for the program should be rendered on a satisfactory or unsatisfactory basis (S or U), a move that may help to reduce the tension and insecurity that accompanies most students to college and which may be

severe in the case of disadvantaged students. By removing the onus of grades, it may help to focus more clearly on more important objectives.

Program Evaluation

Evaluation should be continuous. It is recommended that some formality should be attached to it in the form of progress reports submitted annually by the Program Director and criticized by outside consultants from other segments of higher education and the social welfare and civil service professions. (This contact with the professions will actually precede implementation of the program with solicited criticisms of this study.) These reports should be well documented with student and faculty views on the program's strengths and weaknesses. It is further recommended that faculty workshops should be planned each succeeding summer after the first year of operation for at least a two week period with stipends for staff in attendance.

SOCIAL SERVICES

A developmental program for students interested in careers in civil service and social welfare.

SEMESTER I

	<u>Credit Hours</u>
Orientation: The Social Services	2
American Studies I: Twentieth Century Society and Culture	5
Psychology of Life Adjustment	3
Elementary Typewriting and Business Communications	3
Physical Education	<u>2</u>
	15

SEMESTER II

American Studies II: Political Institutions and Social Problems	5
Introduction to Social Work	3
State and Local Government	2
Elementary Typewriting and Office Practice	3
Business Mathematics and Statistics	<u>3</u>
	16

SEMESTER III

American Studies III: Technology and Human Values	3
Community Studies	3
Social Service Field Work I	3
Interviewing Principles and Techniques	3
Science of Conservation	3
Seminar on Leadership	<u>1</u>
	16

SEMESTER IV

Social Service Field Work II	3
World Literature	3
Public Speaking	3
Elective (e.g. Black Culture)	3
Elective	<u>3</u>
	15

COURSE DESCRIPTIONS

Orientation: The Social Services

A two hour weekly meeting devoted to discussion of the program and the problems of adjustment to college life. Guest speakers will outline career opportunities in the social services. Attention will also be given to study habits, library, student personnel services and extra-curricular activities.

--2 credits

Seminar on Leadership

A one hour weekly discussion on the role of the community leader, characteristics and responsibilities of the leader in a democratic society, and on the relationship of students, faculty and administration in the community college.

--1 credit

American Studies I: The Twentieth Century

An inter-disciplinary humanities course tracing social and cultural trends in America from 1900 to the present. Focus is on institutional and material change measured against the continuity of historic values in American life, e.g. individualism and equality. Borrows themes and documentary materials from several fields -- history, literature, the visual arts, music, and "popular culture." Communication skills development is stressed.

--5 credits

American Studies II: Political Institutions and Social Problems

An inter-disciplinary social science course analyzing contemporary social problems and the effectiveness of response of existing political institutions. Basic structure of the American political system is studied along with reform proposals. Current social unrest is highlighted. Borrows material from political science, sociology, economics, and social psychology. Communication skills development is stressed.

--5 credits

American Studies III: Technology and Human Values

An interdisciplinary course focusing on the rapid technological change now occurring in American society and the implications of this change on American life and on the status of the individual. Some themes include "Automation and the Problem of Employment," "Automation and the Problem of Leisure," "The Population Explosion." Communication skills development is stressed.

--3 Credits

Introduction to Social Work

A course designed to help the student see the cultural importance and the philosophical significance of social work and to become aware of its educational and occupational implications. Public and private social welfare developments are discussed with respect to current needs and the community's efforts to cope with such needs in terms of prevention and rehabilitation.

--3 credits

Principles and Techniques of Interviewing

A course designed to introduce the student to interviewing as a basic tool in various social service fields and as used in guidance, marriage counseling, employment, research, community organization, recreation, and social casework. The course requires that the student understand himself as a person who, in the process of interviewing, will be dealing with persons who differ from him in many ways.

--3 credits

Social Service Field Work I and II

Field experience in an employment area of the student's choice, limited only by positions available. Student is required to make job option prior to second year.

--3 credits each semester

Community Studies

A course designed to highlight urban problems and to discuss various programs aimed at ameliorating these problems. The student is introduced to basic terminology relating to city living (zone of transition, poverty ghetto, etc.). Classic community studies will be cited with emphasis on understanding local community stresses and urban renewal. Attention is also given to the role of the community college. Includes several field trips.

--3 credit

Psychology of Life Adjustment

A general course employing a life-oriented approach to basic principles of human behavior and psychological application to personal, social and occupational problems.

--3 credits

Science of Conservation

An introduction to the development of conservation in the United States. Past and present practices prevalent in the use of inexhaustible, replacable and irreplaceable natural resources are discussed.

--3 credits

State and Local Government

A study of the development and operation of state, county, city, town and village governmental units in the state stressing their relation to each other and their place in the federal system.

-- 2 credits

Public Speaking

A course in fundamentals, designed to develop the student's skill in organizing and presenting oral material.

-- 3 credits

World Literature

A survey course using the "civilization approach" to literature and designed to acquaint the student with ideas and values portrayed in a representative sampling of European, Middle Eastern and African literature of the modern period. Emphasis is on the continuity of moral, religious and socio-economic problems faced by human society.

-- 3 credits

Elementary Typewriting and Business Communication

Instruction in basic typing skills to provide sufficient keyboard mastery for speed and accuracy in personal use situations. Includes training and practice in writing various types of business letters.

-- 3 credits

Elementary Typewriting and Office Practice

A continuation of the first semester instruction in basic typing skills. Includes orientation in modern principles and practices in office organization and lay-out.

-- 3 credits

Business Mathematics and Statistics

A course in essential mathematics to provide skill in computing practical financial problems of a business or personal nature. Includes a brief introduction to the meaning of statistics and some elementary concepts such as mean, median, mode.

-- 3 credits

Physical Education

A physical activity course providing skills and proficiency in a variety of elective areas: basketball, volleyball, badminton, golf, bowling, weight training, tumbling.

-- 2 credits

Elective Black Culture

A survey of Black life in the United States emphasizing the contribution of blacks to the development of American cultural and economic life; the unique development of Afro-American culture from its African origin through its history as the American branch of Negro culture.

-- 3 credits

A P P E N D I X A

(Correspondence)



U.S. CIVIL SERVICE COMMISSION
OFFICE OF THE CHAIRMAN
WASHINGTON, D.C. 20415

September 14, 1967

SEP 20 1967

Mr. S. V. Martorana
University Dean for
Community & Technical Colleges
State University of New York
8 Thurlow Terrace
Albany, New York 12224

DE . . .

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GES

Dear Mr. Martorana:

Last January I wrote to you about a new Junior Federal Assistant examination designed especially to attract graduates of two-year colleges. I am pleased to announce that the need for quality candidates for positions filled from this examination is such that we are announcing it again for an indefinite period.

This will be a continuing program to attract your quality graduates, and others with equivalent training or experience, into the Federal service. The President in his recent message to Congress on the quality of American Government said -

"Today's public servant is a servant of change. . . he seeks to enlarge the meaning of life and to raise the hopes and extend the horizons for all of us. The work to be performed in the years ahead will summon trained and skilled manpower in quantities--and quality--never needed before."

Opportunities exist in many occupational fields in Federal agencies throughout the United States. Ninety percent of Federal employees work in local communities outside of Washington, D.C. They are as close as the nearest military base, Social Security office, VA hospital, Internal Revenue office or NASA space center. Each has a contribution to make to the total life of the community. Within each community we look forward to a closer relationship between employing Federal agencies and your type of educational institutions.

I hope that you will bring this program to the attention of students, graduates, faculty and school officials. Descriptive announcements with applications are being mailed separately to schools, student papers and placement offices. Further local information may be obtained from the nearest office of the Commission.

Sincerely yours,

John W. Macy, Jr.
Chairman



UNITED STATES CIVIL SERVICE COMMISSION
WASHINGTON, D.C. 20415

IN REPLY PLEASE REFER TO

YOUR REFERENCE

MAR 17 1967

Mr. John O. Hunter
Associate Professor of Social Science
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York 14303

Dear Professor Hunter:

Chairman Macy asked me to reply to your March 6 letter in which you briefly described the proposal for establishing a "Social Technology" program at NCCC.

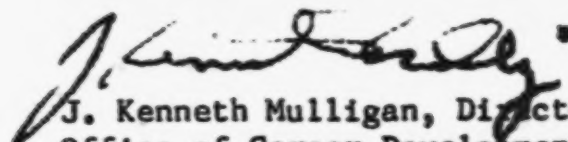
The program, as you describe it, seems to be one which will offer students seeking government employment very useful training. I believe that the kind of curriculum you plan to offer is well in line with the needs of today's civil servants. I would be most interested in reports from you after you have established the program.

I have referred your letter to Mr. Lawrence Baer, the Director of our New York Regional Office. He and his staff will be happy to assist you in any way they can. The address for the New York office is:

New York Region
U. S. Civil Service Commission
News Building
220 E. 42nd Street
New York, New York 10017

Best wishes for the success of your program.

Sincerely yours,


J. Kenneth Mulligan, Director
Office of Career Development

UNITED STATES CIVIL SERVICE COMMISSION

NEW YORK REGION

COMPRISING THE STATES OF NEW YORK AND NEW JERSEY
OFFICE OF THE DIRECTOR, NEW YORK, N.Y. 10017

IN REPLY PLEASE REFER TO

PMR:JJC:ek

YOUR REFERENCE

Mr. John O. Hunter
Associate Professor of Social Science
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York 14303

April 20, 1967

Dear Mr. Hunter:

Your recent letter to Mr. John W. Macy, Jr. and a copy of Mr. Mulligan's reply to you have been forwarded to this office for our information and any additional action we consider desirable.

We join with Mr. Mulligan in complimenting you on the kind of curriculum development in which you have been engaged.

Although it will not be possible for us to supply you with copies of old Civil Service examinations, we believe you may find the enclosed brochure to be helpful. Please bear in mind that the brochure describes an examination which is geared to the senior college level (Federal Service Entrance Examination). We believe, however, that the test questions described in the brochure match closely those which students would encounter in our Junior Federal Assistant Examination. Approached in this manner the brochure, although it is not designed specifically with junior college students in mind, will meet your particular needs, at least partially.

Please do get in touch with me if you have other questions concerning the Federal Career Service.

Sincerely yours,

John J. Callahan
John J. Callahan
Recruiting and College
Relations Officer

Enclosure

New York State Department of Civil Service

THE STATE CAMPUS • 1220 WASHINGTON AVENUE • ALBANY, NEW YORK 12226

COMMISSION

W. H. Poston
PRESIDENT

Walter A. Falk

Michael N. Scelsi

William J. Murray
ADMINISTRATIVE DIRECTOR

March 4, 1968

Mr. John O. Hunter
Associate Professor and
Coordinator of Social Sciences
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York

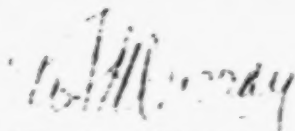
Dear Mr. Hunter:

I believe that the best assistance we could render you in connection with the program you are planning can be accomplished through our Buffalo Office. Mr. John E. Gentry is the supervisor of that office. He has good contacts with State departments and institutions in the western part of the State. He also has access to information available here in Albany both in the Civil Service Department and elsewhere.

Accordingly, I am sending your letter to him with the request that he communicate with you and make available to you such information as you may want.

If, after talking with Mr. Gentry, you still wish to visit here I am sure an appointment can be arranged with those who would be in position to cooperate with you. I think, however, that you will find that Mr. Gentry will be a fruitful source of information and assistance.

Very truly yours,



W. J. Murray
Administrative Director

New York State Department of Civil Service

SUITE 750, 1 WEST GENESEE STREET, BUFFALO, N. Y. 14202

COMMISSION

Wesley H. Poston
PRESIDENT

Alexander A. Falk
Michael N. Scelzi

William J. Murray
ADMINISTRATIVE DIRECTOR

April 8, 1968

Mr. John O. Hunter
Associate Professor and
Coordinator of Social Sciences
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York

Dear Mr. Hunter:

This letter is in reference to our visit on April 4, 1968. Our Regional Supervisor, John E. Gentry, asked that I send you some statistics showing the growth of the number of government employees.

The national growth for the United States was as follows:

1950 - 6,000,000

1960 - 8,400,000

9/30/1967 - 11,600,000

Of this total of 11,600,000 about 2,700,000 were employed by the Federal and 8,900,000 were employed by State and Local Governments.

In New York State the figures were as follows:

1950 - 650,000

1960 - 838,000

1967 - 1,050,000

(190,000 were with the Federal Government and 860,000 with the State and Local Governments.)

The figures for the Buffalo-Erie-Niagara area show:

1950 - 37,800

1960 - 50,900

1967 - 70,800

We hope that this information will assist you with your program. If we can be of any further assistance to you, please do not hesitate to call.

Very truly yours,

T. E. Orzech
T. E. Orzech
Recruitment Representative

das

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

SCHOOL OF SOCIAL WORK

14 May 1968

Professor John O. Hunter
Coordinator of Social Sciences
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York

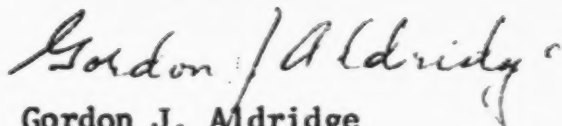
Dear Professor Hunter:

I was most interested in your letter of May 9 concerning the possibility of developing a two-year college curriculum to prepare students for employment in social welfare.

Two years ago I relinquished administrative responsibilities at this university to return to full-time teaching, research, and curriculum development. It is becoming increasingly clear that the graduate schools of social work will not in the foreseeable future be able to reduce substantially the manpower shortage. There must, then, be more creative exploration of other means -- within and without colleges and universities -- for preparing persons to carry identified social welfare responsibilities at various levels. Community colleges can play a crucial role in this, and I would be glad to consider the possibility of consulting with you on such a project.

I shall look forward to hearing further from you.

Sincerely yours,


Gordon J. Aldridge
Professor

GJA/k



UNITED STATES CIVIL SERVICE COMMISSION
BUREAU OF RECRUITING AND EXAMINING
WASHINGTON, D.C. 20415

IN REPLY PLEASE REFER TO

EE:EXR

YOUR REFERENCE

JUN 13 1968

JUN 14 1968

Honorable Henry P. Smith III
House of Representatives
Washington, D.C. 20515

Dear Mr. Smith:

Your note of May 20, 1968 requested that we review Professor Hunter's letter asking for statistical information on Federal job opportunities for two-year college graduates.

Early last year the Commission began a nationwide recruiting and examining program aimed at attracting to the various departments and agencies of the Federal service students and graduates of post secondary schools below the four-year college level or other persons with comparable training or experience. The program is being carried out through two competitive examinations aimed at the grade GS-4 entry level, the Junior Federal Assistant and the Engineering Aid and Science Assistant.

Since the proposed curriculum attached to Professor Hunter's letter describes courses of study and target positions relevant to the Junior Federal Assistant Examination, we think the following information compiled last week may be of particular interest and assistance in connection with that proposal:

- 2,600 jobs were filled from the list of eligibles in the past 12 months across the nation. Concerning the north-eastern section, the area about which Professor Hunter specifically inquired, 314 positions were filled in the area comprised of New England, New Jersey, and New York.
- over 60 different types of jobs were filled, with those in the fields of accounting or bookkeeping, supply, personnel, electronic data processing, and statistics showing the most demand. Persons qualifying in the examination and who have experience or education in those fields generally would have the best opportunity for employment, subject to local hiring needs.

- the leading occupational titles in these fields include Tax Examiner, Social Security Claims Examiner, Supply Assistant, Accounting Technician, Personnel Assistant, Computer Aid and Technician, and Statistical Assistant.
- about 50 different Federal departments and agencies have hired Junior Federal Assistant Examination eligibles; most hires have been in the Department of the Navy, the Department of the Army, the Social Security Administration and the Internal Revenue Service.

We are unable to provide statistical projections on the number of Federal jobs that will be opening up for two-year college graduates over the next five to ten years since we have no basis for formulating such projections. As we have indicated, the program is only a year old and its further growth and development will depend upon a variety of factors including the continuing interest of students and other qualified persons in the program, agency evaluation of candidates employed under the program and the personnel and financial ceilings within which agencies must carry out their operations.

For specific information about the current degree of need of Federal agencies in the States of New York and New Jersey, Professor Hunter may wish to contact:

Mr. Lawrence H. Baer, Regional Director
New York Region, U.S. Civil Service Commission
220 East 42nd Street
New York, New York 10017

Professor Hunter's correspondence is returned, as you requested.

Sincerely yours,


Raymond Jacobson
Director

Enclosure

WELFARE ADVISORY BOARD

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ERIE COUNTY
DEPARTMENT OF SOCIAL WELFARE

210 PEARL STREET BUILDING
BUFFALO, NEW YORK 14202

GEORGE G. SIPPRELL
COMMISSIONER

DEPUTY COMMISSIONERS
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July 22, 1968

W. Graham Millar
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York

Dear Professor Millar:

It was most pleasant to receive your letter of July 9. I wish I could answer my mail a little more promptly but life is too hectic these days.

I do not profess to be any great oracle on the subject matter you request, but for what it's worth I'll give you a few thoughts.

Inasmuch as the New York State Department of Social Services administers rather closely all our county departments, it would be essential to include the State Social Service Department's general structure, its relationship to the Governor, State Legislature, and State Board of Social Welfare. References to the State Social Service Law and the administrative rulings permitted should be touched upon, also the Area Offices maintained by the State Department. There are 6 areas, each with an administrative office. Relationships between State Social Services and the State Health Department have become increasingly important since the advent of Medicaid; also between Social Services and Mental Hygiene. Of course, a general outline of state government itself should probably precede any detailed look at the State Social Services Department, etc.

On the local level, the relationship between the County Department and State Department should be stressed strongly as about 90% of our work is mandated by the State. At the same time, the full budget must be appropriated locally with state and federal aid budgeted as revenues. Appointments are made locally but governed by state law. (Commissioner is appointed by County Executive with confirmation by County Legislature for 5 year term with strict qualifications, college degree, etc.).

Again, an outline of entire county government should precede detailed look at County Social Services Department.

W. Graham Millar (2)

July 22, 1968

One word of caution. All county departments are not identical as to appointments, etc., because many do not have County Executives. So Boards of Supervisors have the responsibilities in many counties. Commissioner Stenzel of Niagara County is a good man to talk to as Niagara does not have an executive (yet).

Perhaps from an interest-sparking angle, you might add a bit on the historical development of public welfare departments. It's rather fascinating and may enhance the students' concentration.

And one thing more. The role expected today of our department is much more comprehensive than ever before. Even at this writing, I am being asked to take over Homeless Men Homes in Buffalo, alcoholic referral centers, detention homes for Family Court children, etc.

Private social agencies are also turning to our department for more and more financial assistance in cases that they used to take care of 100%. Some reference should be included in your course to the private agency-public agency inter-relationships.

Well, this is just a quick résumé of some of my thoughts and probably doesn't fill the bill for you.

No real promise but just a possibility - if your course gets underway and I have the time, I would be willing to talk to your class for 1/2 hour or so when you reach the local government part. And Commissioner Stenzel might join me.

Sincerely yours,


GEORGE G. SIPPRELL
Commissioner

GGG/mrf



U.S. DEPARTMENT OF LABOR

MANPOWER ADMINISTRATION

BUREAU OF
WORK-TRAINING
PROGRAMS

Washington, D.C. 20210

AUG 8 1968

Mr. John O. Hunter
Coordinator
Department of Social Sciences
Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York 14303

Dear Mr. Hunter:

Thank you for your recent letter in which you requested information about participation in New Careers programs.

As you know, the New Careers Program is a broad approach to job development in the human services for the unemployed and underemployed. The program was conceived as a solution both to the needs of the poor for training and employment and the needs of local communities for improved and increased human services.

One of the basic concepts of New careers suggests that the provisions of human services at the community level might be improved by the development of manpower resources at the sub-professional and non-professional levels to assist the professional in a more efficient and effective delivery of services.

Basic to this, is the need for a structured, carefully planned training program that will assist individuals in developing the basic skills necessary for entry positions and will provide a base of education, information and skills for career advancement and job mobility.

In fulfilling the training requirements of the New Careers program, a large number of projects rely on colleges and universities, particularly junior and community colleges, to design and develop training programs to meet the specific needs of the New Careers program.

- 2 -

The selection and involvement of a particular educational institution in the provisions of New Careers training is the sole responsibility of the project sponsor and/or his staff. If a New Careers program exists in your area, you may wish to apprise the sponsor of your interest.

You may also wish to contact the Bureau of Work-Training Programs regional office in your area for more specific information on the location of New Careers projects in your geographic area. The person to contact is:

Mr. Manuel Eber
Regional Director
Room 912
341 9th Avenue
New York, New York 10001

If I may be of further assistance, please let me know.

Sincerely yours,

Walter M. Brown
Walter M. Brown, Chief
Div. of Community Employment
and Training Programs



STATE OF NEW YORK
DEPARTMENT OF MENTAL HYGIENE
OFFICE OF MANPOWER AND TRAINING
44 HOLLAND AVENUE
ALBANY, N. Y. 12208

ALAN D. MILLER, M.D.
COMMISSIONER
CHRISTOPHER F. TERRENCE, M.D.
FIRST DEPUTY COMMISSIONER
HYMAN M. FORSTENZER
SECOND DEPUTY COMMISSIONER

HUGH G. LAFAVE, M.D.
ASSOCIATE COMMISSIONER
FOR MANPOWER AND TRAINING
LAWRENCE B. MCARTHUR
ASSISTANT COMMISSIONER
FOR MANPOWER
PHILIP WEXLER, Ed.D.
ASSISTANT COMMISSIONER
FOR EDUCATION AND TRAINING
JOHN J. LAGATT
DIRECTOR OF PERSONNEL

August 8, 1968

Dr. John Hunter
Department of Social Sciences
Niagara Community College
Niagara Falls, New York

Dear Dr. Hunter:

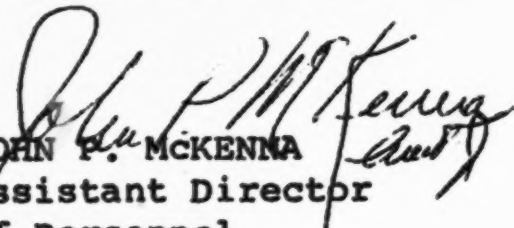
We are enclosing the information on career opportunities available with the Department of Mental Hygiene promised you by Mr. Fowler.

We are presently awaiting approval of a Career Ladder in Psychology. This will reorganize and expand the number of positions in the existing psychology series to enable us to employ people with a variety of educational backgrounds in our psychology units. When the career ladder receives final approval, we will forward the details to you.

In addition, we are planning similar Career Ladders in Occupational Therapy and Recreational Therapy. Since you indicate interest in these programs, we will certainly send the details to you when the Career Ladder receives final approval.

We hope the enclosed information will be of assistance to you.

Very truly yours,


JOHN P. MCKENNA
Assistant Director
of Personnel

Enc.

A P P E N D I X B

(Local Organizations)

Local Organizations Interested in Career
Program in Social Services

This list includes all organizations contacted with interviewee noted.
All expressed willingness to study and discuss the program further.

STRONG INTEREST

Niagara County Department of Social Welfare	(Norbert Schreiber)
United Givers Fund of the Niagara Falls Area	(Owen W. Mahoney)
Niagara County Council of Social Agencies	(Robert Lettis)
Niagara County Action Program	(Charles W. Giles)

MODERATE INTEREST

Niagara Falls Young Women's Christian Association	(Mrs. Georgina Rainnie)
Catholic Charities of Buffalo	(Richard J. Pye)
Niagara Falls Chapter of American Red Cross	(Arthur Brown)

LOW INTEREST

* Niagara Falls Young Men's Christian Association	(Bruce Traugott)
* Niagara Falls Boy's Club, Inc.	(Joseph Palladino)
Family and Children's Service of Niagara Falls	(William D. Crage)

* Note: Boy's recreation is a field employing physical education
major's of which there is no shortage.

A P P E N D I X C

**(Job Titles Presently Open to
Two-Year College Graduates)**

NIAGARA COUNTY DEPARTMENT OF SOCIAL WELFARE

Welfare Unit Assistant

GENERAL DUTIES

Under supervision of the head of a social service field unit or the intake supervisor or a case worker, a welfare unit assistant relieves social service staff of sub-professional work relating to the administration of public assistance and care.

DISTINGUISHING FEATURES OF THE CLASS

The Welfare Unit Assistant may perform any of several different types or combinations of assignments, depending on the size, organizational structure, and work activity needs of the welfare department. The purpose is to facilitate the professional and technical tasks of social service staff by relieving them of activities which can be performed at a less skilled level.

EXAMPLES OF WORK

In a social service field unit: conducts preliminary interviews with visitors to office and may make field visits to recipients for verification; computes the applicant's financial needs from social and economic data made available by the social workers and from the agency's allowance schedules; computes and completes public assistance authorization from available records and the social worker's recommendations; in connection with applications for medical assistance for needy persons, computes and prepares authorization, subject to review and approval by case supervisor, from the application for medical assistance or from the social worker's recommendations, or both; perhaps budget slips showing composition of grants; takes incoming calls for the unit and takes messages and, where possible, secures necessary information; expedites processing of emergency authorizations; transports recipients as required where other transportation is not available; compiles unit statistical reports; prepares and maintains the case activity control. As intake unit aide and agency receptionist: secures identifying information; explains agency's standard requirements with respect to personal data and substantiating documents and arranges an with the intake interviewer; transmits messages between recipients and social workers, for example, in connection with case activity inquiries, complaints and appeals; screens the requests of persons visiting the agency; prepares case folders and includes necessary forms; processes applications and records on intake registers; maintains statistical records of intake interviews, inquiries, complaints and appeals.

MINIMUM QUALIFICATIONS REQUIRED

High School diploma or high school equivalency certificate, and either two years experience in full time paid work in a clerical capacity in employment other than in a public welfare department demonstrating ability to meet and deal successfully with people, or satisfactory completion of one year of full time study in a recognized college plus one year of such work experience, or satisfactory completion of two years of full time study in a recognized college, or one year satisfactory full time paid work as a clerk in a welfare department; should possess personal qualifications appropriate for the position, such as maturity, tactfulness and sound judgment.

SKILLS AND ABILITIES REQUIRED

Ability to deal effectively with others; sensitivity to the reactions of others; good powers of observation and perception; ability to understand and follow instructions; tact; emotional maturity; judgment.

CAREER LADDER IN NEW YORK STATE
MENTAL HYGIENE DEPARTMENT

STEP 1 - TRAINEE I - \$5,403

This is the entry level for the two-year college individual and for the worker who has high school and two-years' patient-care experience. This is a training title at a flat salary for one year.

STEP 2 - PSYCHIATRIC SOCIAL WORK ASSISTANT I - \$5,871 (SG-11)

This is the next level for the individual who has successfully completed his Psychiatric Social Work Traineeship at Step 1. It is also the terminal point for those trainees without two years of college education. It is a pre-professional position allowing limited discretion in case and group interviewing of patients, family, and friends in field, school, and hospital settings and the performance of a variety of field and office duties in support of professional workers.

STEP 3 - TRAINEE II - \$6,500

This is the entry level for the individual with a baccalaureate degree. This is a trainee title and offers a flat salary for one year.

STEP 4 - PSYCHIATRIC SOCIAL WORK ASSISTANT II - \$6,967 (SG-14)

This is the next level for the individual with a baccalaureate, who satisfactorily completes Trainee II. It is the promotional level and also the terminal level for the Psychiatric Social Work Assistant I unless additional education is pursued to a baccalaureate. This position is characterized by greater discretion in group and casework in field, school, agency, and hospital settings under more general supervision. Judgment, evaluation, reporting of case data, and more responsible functioning in concrete areas of service characterize this position.

STEP 5 - PSYCHIATRIC SOCIAL WORK ASSISTANT III - \$7,475 (SG-16)

This is the promotional level for the Psychiatric Social Work Assistant II and also the terminal point without additional education beyond the baccalaureate. This is the top level of the pre-professional series characterized by more independent activities involving interpretation of the Department's activities to patients and outside cooperating persons and more elaborate case findings and evaluation.

U.S. CIVIL SERVICE COMMISSION

Junior Federal Assistant *

FEDERAL GOVERNMENT AS AN EMPLOYER

Your Federal Government is the Nation's biggest employer and one of its finest. It conducts the Nation's most important business--providing vital services for all Americans.

Your Government is now looking for resourceful, creative, and dedicated men and women to perform a variety of tasks which call for 2 or more years of work experience or education beyond the high school level. Many of these tasks are in newly developed fields. By applying in this one examination you will be opening the door to many areas in the public service. This new examination may be your opportunity to begin a meaningful career for a lifetime.

WHAT WILL YOU DO?

You will be working with administrative, professional or technical personnel engaged in the dynamic and challenging activities of our modern Government.

These activities have an important impact on world affairs, on our national defense and security, on the Nation's economy, domestic programs and the public welfare. Jobs are as varied as those to be found anywhere in private employment and some of them can be found only in Government.

Your work would provide support and technical assistance in such fields as: Economics, Personnel Administration, General Administration, Writing, Automatic Data Processing, Finance, Accounting, Law, Contracts, Library, Statistics, Supply, and Transportation.

WHERE ARE THE JOBS LOCATED?

Opportunities exist in nearly all Federal departments and agencies throughout the United States including Washington, D.C., and Puerto Rico. They may be found in arsenals, shipyards, airports and airbases, social security offices, tax offices, data processing centers, supply depots, and other Federal activities at the local, regional, or national level.

* Quoted from 1967 brochure of U.S. Civil Service Commission

New York State Department of Civil Service

Master List "04"

An associate degree in any field is qualifying for most of these positions. Where specific courses or physical requirements must be met, these are indicated.

Conservation Officer

Minimum Qualifications: 20 years of age, good physical condition

Correction Officer (Male)

Minimum Qualifications: 20 years of age, excellent physical condition

Correction Officer (Female)

Minimum Qualifications: Same as above

Correction Hospital Officer

Minimum Qualifications: Same as above

Correction Youth Camp Officer

Minimum Qualifications: Same as above

Motor Vehicle License Examiner

Minimum Qualifications: 21 years of age, good physical condition, New York State driver's license.

Rehabilitation Interviewer

Minimum Qualifications: any associate degree

Tax Collector

Minimum Qualifications: any degree including courses in Business Management, Finance, Real Estate, or Insurance

Assistant Recreation Instructor

Minimum Qualifications: any degree including four credit hours in recreation or physical education courses

Occupation Instructor

Minimum Qualifications: any degree including 225 clock hours in one of the arts or crafts

OTHER POSITIONS OPEN *

Employment Interviewer

Unemployment Insurance Accounts Examiner

Tax Examiner Trainee

Computer Operator

Dairy Products Inspector

Meat Inspector

Junior Forest Surveyor

Gas Meter Tester

Assistant Workmen's Compensation Examiner

Laboratory Technician

* Note: All positions are filled through competitive examination in the form of a general aptitude test.

A P P E N D I X D
(Survey of Secondary Schools)

**Survey of Perceptions of Guidance Counselors
Regarding the Career Program in Social Services**

- A. Approximately how many students from your school will apply for admission to Niagara County Community College for the academic year, 1969-70?
- B. How many students do you have who might be interested in the career program described?

<u>High School</u>	<u>A</u>	<u>B</u>
Lockport	75	10
North Tonawanda	75	5
La Salle	200	30
Niagara Falls	200	20
Trott Vocational	15	0
Niagara-Wheatfield	25	0
Bishop Duffy	50	0
Bishop Gibbons	20	10
Barker Central	20	5
Royalton-Hartland Central	20	0
Newfane Central	50	5
Lewiston-Porter	50	15
DeSales Catholic	20	0
Wilson Central	20	5
Madonna	25	0
Starpoint Central	25	5
De Veaux	5	0
Medina	25	0
Totals:	920*	110

* Note: this figure is considerably lower than the average number of applications received by N.C.C.C.

- C. On the basis of the description, do you think that this program should be offered through the community college?
18 Yes 0 No
- D. Do you think that such a program could satisfactorily meet the requirements of the middle positions opening up in the civil and/or social services?
15 Yes 0 No 3 Not sure
- E. Do you agree that the needs of students enrolling in such a program are different from those entering a four-year college baccalaureate program?
17 Yes 0 No 1 Not sure
- F. What is your final perception of the need for such a program?
2 Very high 10 High 5 Medium 0 Low 0 Very low

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The following persons from outside the college have agreed to serve as critics: Dr. Gordon J. Aldridge, Professor of Social Work at Michigan State University; Dr. Benjamin H. Lyndon, Professor of Social Welfare at State University of New York at Buffalo; Mr. Owen V. Mahony, Executive Director of the Coalition of Community Services and of the United Givers Fund of the Niagara Falls Area.

PRINCIPAL CONSULTANT

Dr. Gordon J. Aldridge is eminently qualified in the field of Social Work.

His writings in social work, curriculum development and gerontology include four books, chapters contributed to five other books, and many articles and book reviews in professional and scholarly journals.

Biographical sketches of Dr. Aldridge are published in Who's Who in America, American Men of Science, Who's Who in American Education, Leaders in American Science, Who's Who in the Midwest, Who's Who in Consulting, Directory of American Scholars, and Dictionary of International Biography.

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